



# School Strat Plan Checkpoint



School: AD Rundle Middle School

## GOAL AREA AND STRATEGY

### School Goal:

AD Rundle’s goal is to improve student achievement outcomes on standardized assessments, including the FSA, in Literacy and Numeracy.

### Strategy and Rationale:

To support this goal, AD Rundle is implementing targeted school-wide literacy and numeracy interventions designed to strengthen foundational skills and provide responsive support for learners. This work is grounded in FSA data, which offers an important indicator of student strengths and areas of need emerging from Grade 6, helps inform improvements in teaching practice, and highlights priority areas for Grade 7 instruction while signalling potential future successes or struggles for Grade 8. Historically, AD Rundle’s Grade 7 FSA results have been below District and Provincial averages, and from 2021 to 2023 no students achieved in the Extending range.

## Implementation

Literacy and Numeracy Teams worked closely with Leyton Schnellert and Curriculum Teachers over the course of a year and a half to create an intervention framework that targeted fluency in foundational skills areas in both numeracy and literacy. The goal was full implementation for the 2025-2026 school year.

## Insights

A key learning from this work is that collaboration is an ongoing, iterative process that depends on the continuous commitment of a core group of educators who are willing to be vulnerable, take risks, and step into areas that may feel unfamiliar or outside their comfort zone. Meaningful growth happens when passionate educators learn with and from one another, remain open to reflection, and see change as a process rather than a one-time event. This kind of collaborative practice strengthens teaching over time and helps build a culture grounded in shared learning, collective efficacy, and a growth mindset for both staff and students.

## SCHOOL ACTION

We created targeted literacy and numeracy intervention blocks during found time when some students were in band. These blocks took place during the first 25 minutes of CORE classes, before students transitioned to Flex.

In numeracy, the intervention focused on strengthening foundational skills such as number sense, addition, subtraction, multiplication, and division for students with lagging skills. This provided students with additional, targeted practice to build fluency in key concepts essential for future math success.

In literacy, the intervention focused on building students’ stamina and capacity for sustained personal writing. Through a Writers Workshop model, students practiced writing, revising, and conferencing with their CORE teachers across subject areas. This writing then carried forward into literacy classes, where students continued to refine and expand their work.

## Impact

Between 2024/25 and 2025/26, A.D. Rundle demonstrated its most substantial year-to-year achievement growth in both Literacy and Numeracy in FSA results. **Literacy saw Emerging levels fall 17.9 percentage points, while On Track rose 15.4 points and Extending increased 2.5 points. Numeracy showed even stronger gains, with Emerging decreasing 30.6 points, On Track increasing 27.5 points, and Extending growing 3.2 points.** These shifts reflect significant movement of students into higher proficiency bands, marking 2025/26 as a breakthrough year for instructional impact and student learning

